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ABSTRACT

This statement explains the need for private financial support of state colleges and universities, and suggests that such support makes the difference between adequacy and excellence in higher education. Private support makes available scholarships and loans, increases the distinguished faculty through endowed chairs, builds special facilities, provides special academic opportunities, and broadens opportunities for minorities. Listed are efforts of public institutions that deserve extra support: manpower training, expanding knowledge through research, and broadening opportunities for minorities. The developing financial challenge to higher education institutions is described referring to the limits of federal funds, rising student costs, and the importance of private funds from a number of sources (corporations, foundations, alumni and individuals, and community and civic groups). Charts show the sources of support for public universities in 1975-76, where the public university's private support dollar comes from, and how that dollar is spent. Member institutions of the National Association of State Universities and Land-Grant Colleges and the American Association of State Colleges and Universities are listed. (MSE)

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THE IMPACT OF PRIVATE INVESTMENT ON PUBLIC COLLEGES AND UNIVERSITIES

MARGIN

FOR EXCELLENCE AND OPPORTUNITY

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This statement has been prepared by the National Association of State Universities and Land-Grant Colleges under the guidance of its Committee on Voluntary Support and by the American Association of State Colleges and Universities. The two Associations represent public colleges and universities which enroll almost half of all students in U.S. higher education.

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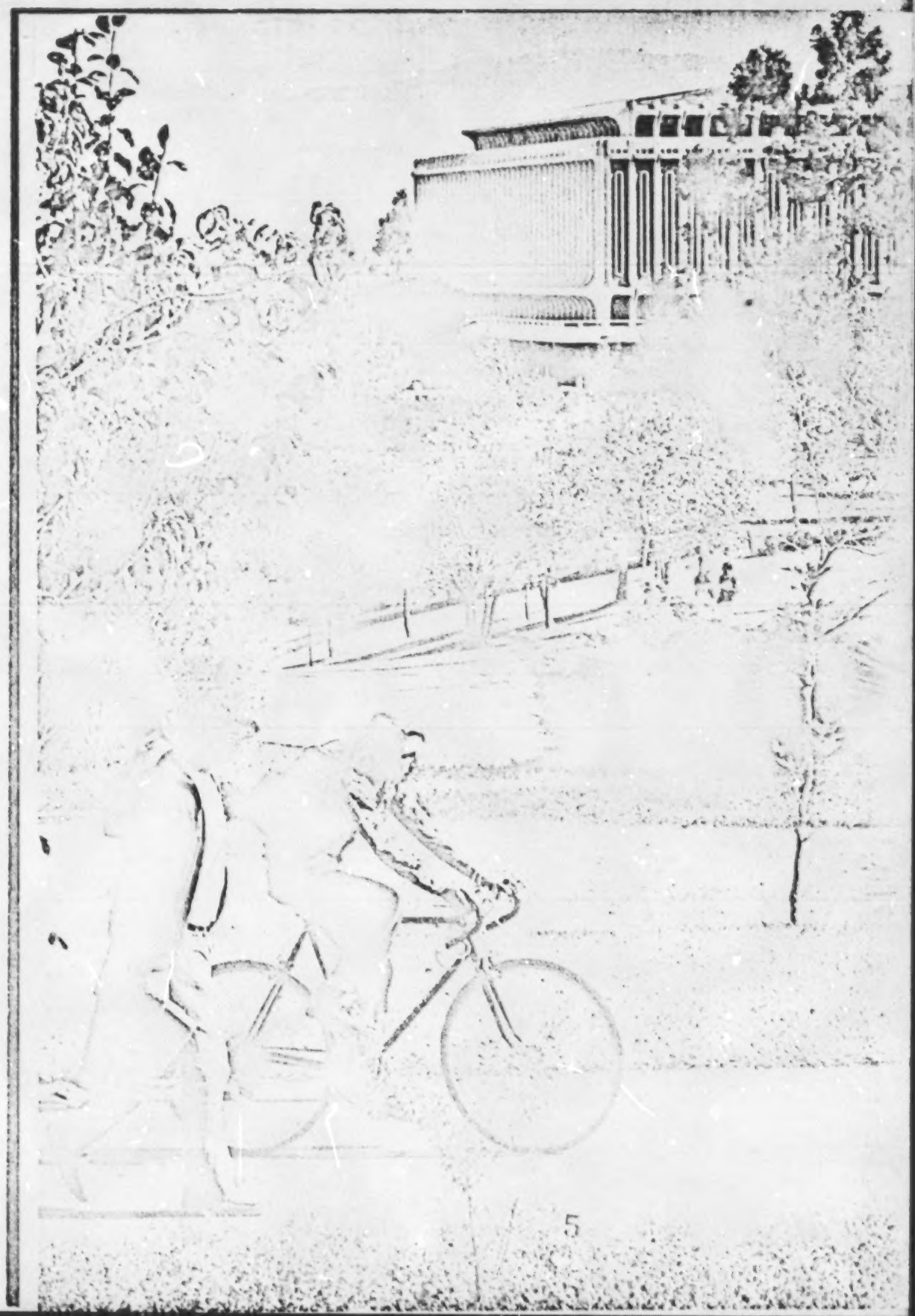
The problems of our society tend to receive more attention than the opportunities. Higher education helps provide the opportunities to solve those problems and deserves the fullest support business can give.

Walter S. Holmes, Jr.
Chairman
C.I.T. Financial Corporation



American universities and colleges are a source of educated people and new ideas—both essential to a sound economy and a free society. By supporting our educational institutions, we are making an investment that I am convinced will be repaid handsomely.

Frank T. Cary, Chairman
International Business Machines Corporation

I. Why Public Universities Need Private Support

Why private investment in public colleges and universities?

Why do these institutions need to seek revenue from private sources when they receive tax funds?

The answer is basic: Private support spells the difference between the adequate and the truly great institutions of higher education.

President William Boyd of the University of Oregon summarized the impact of private assistance to public colleges and universities in commenting on $2.7 million the university gained through private gifts and pledges.

"Private citizens," he said, "have demonstrated appreciation for the university by one of the most forceful forms of witness—by generous gifts in support of our work. These gifts will improve our quality, build a base for future strength and reduce our vulnerability to the vagaries of the public economy."

Voluntary support of higher education in the United States in 1976-77 increased to a new record high of $2.670 billion, according to the Council on Financial Aid to Education. This support came from corporations, general welfare foundations, individuals and religious denominations.

Private gifts for public colleges and universities as a whole rose in the same period by 17 percent.

Voluntary help from private sources like these makes it possible for public universities to take advantage of unexpected opportunities to grow. The money can be used to recruit expert faculty or to qualify for a matching grant.

Tax funds are budgeted far in advance and often fail to provide for unforeseen opportunities for the continual development of a great university.

Private investment is the vital ingredient which provides the necessary flexibility so important in building a sound educational program. Much of the most up-to-date teaching and research equipment and many of the educational innovations, the research achievements and the cultural activities of public colleges and universities have been made possible through such support.

Today the ordinary is not good enough. The highest level of excellence, realized through private support, is essential.

Private support is the margin for excellence for public higher education.

II. What Private Money Does

Private Support

A. *Provides Scholarships and Loans for Students*

- A Project Leadership Program at the University of Connecticut funded by corporations and individuals in the state provides scholarships to promising minority students to free them from the need to take outside jobs to meet educational costs.
- More than $1.5 million has been provided by private sources to generate scholarships for students in the School of Agriculture and Natural Resources at the California Polytechnic State University in San Luis Obispo.
- A grant of $805,850 by the Benedum Foundation of Pittsburgh is designed to match West Virginia University's Foundation funding in financing a doctoral fellowship program to attract outstanding students, shorten the time required to earn a degree and to compensate for cutbacks in federal support.
- A gift of $1 million in appreciated stock securities to the University of Tennessee from

. . . The difference between a winner and an also-ran can be described in terms of a fraction of a second, the width of a finger tip, an extra, all-out effort, that last ounce of courage. So it is in public higher education, where the difference between excellent and good can often be measured by success or failure in attracting private gifts. The margin for excellence in public higher education is that provided by private giving beyond state appropriations and student fees.

Phillip R. Shriver, President
Miami University

former mail carrier Clayton Arnold assists students planning to be teachers.

B. *Increases the Numbers of Distinguished Faculty Through Endowed Chairs*

- A special professorship in Nuclear Studies established at Cornell—a private institution which is the designated land-grant university in New York State—by the widow of a 1912 alumnus, Floyd R. Newman, permits advanced research in high energy physics.
- Private support of the University of California's Institute of Asian Studies produces funds for faculty enrichment and the acquisition of new library resources.
- Sesquicentennial Associateships at the University of Virginia's Center for Advanced Studies, underwritten by private endowment, help selected university faculty members to conduct research either at the university or elsewhere for one semester at full pay or two semesters at half pay.

C. *Builds Special Facilities—Museums, Performing Arts Institutes, Medical Centers, Libraries, Adult Education Centers*

- A seismograph station enabling students and faculty to conduct year-round research on earthquakes has been established with private funds at State University College at Potsdam, NY.
- A 13,000 square foot addition to the Museum of Art at the Iowa Center for the Arts, University of Iowa, was built with a $1.2 million gift from Iowa industrialist Roy J. Carver. More than 300,000 people visit the center yearly.
- The Roy G. Storey International Law Library was established with help from a $30,000 grant at the University of Texas, Dallas.
- A new University Activity Center for recreation and physical education was constructed at Ohio State University with the help of $4 million in private support.

D. *Provides Special Academic Opportunities for Students*

- A gift of $3 million from the late industrialist, John Motley Morehead, was used by the University of North Carolina to build an annex to its Planetarium to house a 24-inch telescope.
- Equipment donated by the International Business Machines Corporation and Western Electric Company valued at $67,000 enabled Elizabeth City State University to equip an electronic laboratory in its Industrial Arts and Technology Department.
- The University of Delaware has received over seven years gifts from a private source totalling more than $11 million which have been used for the development of new academic programs, faculty improvement, acquisition of special library collections, installation of advanced instructional equipment and the support of graduate fellowships.
- Oregon State University has used $148,000 contributed by the Northwest Area Foundation to establish instructional programs in forest ecology and regeneration.

E. *Broadens Educational Opportunities for Minorities*

- A grant of $368,000 from the W. K. Kellogg Foundation enabled the Office for the Advancement of Public Negro Colleges in Atlanta to stimulate more than $5 million in private support for the nation's historically black public colleges.
- The F. L. Springs Foundation has contributed $50,000 to support the construction of a teaching-research museum at South Carolina State College.

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. . . The strength of a university can be measured in many different ways. The caliber of its student body, the expertise of its faculty and the contributions it makes to society are valid indicators of an educational institution's worth. One of the most meaningful criteria, however, is the willingness of alumni and friends to return value for value received.

R. W. Fleming, President
The University of Michigan

- A Cleveland, Ohio optometrist, Hazel E. Welton, awarded two $10,000 municipal bonds accruing an annual interest of more than $1,500 to Tennessee State University to assist financially pressed students to continue their education.

Private gifts to public universities for the enrichment of educational opportunities also include:

- A $1 million anonymous grant to the University of California, Irvine, to support establishment of a computer data bank of classical Greek literature and the assembly of a 20-million-word thesaurus.
- A 45-acre research plantation given to Louisiana State University by the family of Steele Burden, an expert in landscape architecture.
- A bequest to the University of Michigan of manuscripts and correspondence from Ernest Hemingway, Aldous Huxley and Dorothy Parker from Arnold Gingrich, the founding editor of Esquire Magazine.
- A cash gift of $68,000 and income from a $100,000 trust fund donated by Mrs. Dorothy H. Crosby of New Orleans to the University of Mississippi for restoration and preservation of the home of William Faulkner.
- A $461,528 grant from the W. K. Kellogg Foundation to Temple University for a rare graduate and continuing education program in health care financial management.
- Grants of $2.1 million from 12 foundations and an endowments board to North Carolina State University to supplement government appropriations in teaching, research and public service programs in the eight academic schools at the University. Some 600 agribusiness, business, industrial and professional leaders from across North Carolina and other states serve as directors of the foundations which have raised more than $32 million for North Carolina State University in the past 35 years.
- A gift of $2 million from Mrs. Kenneth A. Spencer, in addition to $3 million in other private gifts and a $6.4 million state appropriation, enabled the University of Missouri, Kansas City, to construct a Performing Arts Center.
- A $5 million Student Athletic Complex at Georgia Tech University was made possible through a $2.5 million grant from the Callaway Foundation, Inc.
- A scholarship fund established by the estate of Arnold and Julia Greenwell of Pullman, Washington has provided funds for students in agriculture, medical and veterinary programs at Washington State University. The endowment totals $105,170.
- The J. Marion West Chair for Constructive Capitalism at the University of Texas at Austin was established with a $25,000 cash grant by the J. M. West Texas Corporation of Houston.
- A $22 million, 17-story Health Sciences Building at the University of California, Los Angeles, expected to be completed in 1980, was made possible through major gifts from the widow of philanthropist Louis Factor and others, including the Atlantic Richfield Corporation, Getty Oil Company, Union Oil Corporation and the Occidental Petroleum Foundation. The health complex will house a cancer center, school of nursing and research facilities of the university.
- An unrestricted gift of $1.5 million from the Ford Motor Company Fund to Michigan State University for its Capital Enrichment Campaign was designed to aid in the establishment of a state center for the performing arts, a new natural history museum, library improvements and endowed faculty chairs.

Private support of education is only repayment of an obligation we cannot easily measure. Collectively, we recognize how much our social, economic and political systems need and derive support from the academic world. As individuals, we scarcely know how greatly our own enjoyment of life has been enriched by whatever learning has become ours.

J. Edwin Matz, Former President
John Hancock Mutual Life Insurance Company

III. What Public Universities Do Which Deserves Extra Support

A. *Trains Manpower*

The alumni of public colleges and universities—many of whom would not have had an opportunity for higher education without these institutions—make up a rich resource for American society. They are governors, scientists, teachers, legislators, doctors, engineers, lawyers and businessmen.

- Thirty-one of the 50 state governors (62 percent) attended state or land-grant universities.
- Two hundred fifteen of the 435 representatives in Congress (49 percent) attended public universities.
- Sixty of 100 U.S. senators (60 percent) were trained at public universities and colleges.
- Thirty-three of the 68 living Nobel Prize laureates (48 percent) graduated from public universities.
- Two hundred thirty-nine members of the National Academy of Science are faculty members at state or land-grant universities.
- Four hundred presidents and chairmen of the boards of America's 500 largest industrial corporations as listed by Fortune Magazine attended public colleges and universities.

B. *Expands the Boundaries of Knowledge Through Research*

There is probably no person in the United States whose life has not been touched in some way by research accomplishments of public universities.

Public universities spend more than $2 billion annually in research in all fields of knowledge. That is close to half of all funds expended for research in all American universities.

From this work have come the wonder drugs, streptomycin and neomycin, contributions to the nation's space program, including the first miniaturized communication equipment used in satellites, pioneer work in the development of the electrocardiagram used in diagnosing abnormalities of heart action, a heat sterilization technique for canned foods, the first sound-on-film motion picture, the isolation of the first enzyme and anticoagulants.

This sampling of the ways public university research has affected modern American life demonstrates the resulting dividends which far exceed the total investment in all public institutions.

Public colleges and universities, carrying out the commitment they have to serve, offer their specialized knowledge and resources to individuals, corporations and government agencies.

With adequate support, public colleges and universities have been able to make significant contributions. But increased support is needed if they are to maintain their momentum and further develop excellence and opportunity.

C. *Broadens Educational Opportunities for Minorities*

The majority of all black Americans receiving a higher education today are enrolled in public colleges and universities. Thirty-four historically black public colleges have, for close to 100 years, provided a main avenue to higher education for these young students.

High concentration Hispanic-American communities are the targets of a number of programs sponsored by public universities, such as one launched by the Cooperative Extension Service of Michigan State University's College of Agriculture. Working under a $1 million Department of Agriculture grant and in conjunction with a state nutrition program, the University's Extension Service sent representatives into predominantly Hispanic-American areas of Michigan to recruit and train

The man who said that lost opportunities are the sign posts on the road to failure could have made his point more positively by saying that success comes only with the ability to grasp opportunities as they are presented. . . The ability to take advantage of educational opportunities enables an institution to provide strong, in-depth programs which help raise the level of education from good to excellent. That is why we at Oregon State University are so appreciative of the financial support of our alumni and friends. They have made it possible for us to grasp many of these opportunities which, except for their help, would have been lost forever.

Robert MacVicar, President
Oregon State University

local community aides who could counsel area residents on methods of meeting nutritional requirements within their individual budget limitations.

Responding to the special needs of American Indians, public universities are conducting an array of programs which reach beyond the campus onto reservations or into Indian communities. Institutions heavily involved include the University of Arizona, the University of New Mexico, the University of North Dakota, Northeastern Oklahoma State University and the University of Wyoming.

IV. The Mounting Financial Challenge

Private support is more vital than ever today as inflation, increased competition for state and federal funds and budget cutbacks erode financial support for universities. For example, inflation took $6.60 of every $100 spent to operate U.S. colleges and universities in 1976-77, according to the Higher Education Price Index developed by D. Kent Halstead, a researcher for the National Institute of Education (NIE). In 1978, when the inflation rate hovered between seven and nine percent, the bite was even more severe.

This is reflected in the prices colleges and universities have to pay for goods and services. Over the next few years, at least, colleges and universities can expect inflation rates to continue to rise.

Both public and private colleges and universities enjoy substantial tax exemptions on property and operating funds, as well as tax deductibility status for gifts received. This is because all colleges and universities operate in the public interest. In addition, nearly all of them carry forward federal research programs or benefit from scholarships, fellowships and many other programs which utilize public funds. Tax sources, direct or indirect, contribute substantially to the quality of both public and private institutions.

It is safe to say that without the magnificent support provided by the 50 separate states, most students who are now working toward degrees and the millions who have come before them would never have had the chance for an education at a public university.

But the contribution of the states to the maintenance of the major public network of higher education are not keeping pace with the demands of the times. A two-year comparison of levels of support shows an overall gain of 20 percent. This does, in fact, surpass increases in higher education prices as measured by the Higher Education Price Index. During the same period, the Higher Education Price Index rose 13.5 percent.

However, the index does not measure need and, if colleges and universities had been able to raise professional salaries to match the 5.8 percent inflation rate for the 12-month period ending June 30, 1977, the index would have risen 7.0 percent for that period, instead of 6.4 percent, thus boosting the overall two-year rise accordingly.

The state budget process involves advance planning and figures must be prepared well over a year ahead. Thus budgets do not reflect new circumstances or unplanned opportunities. Private support is often the source of funds needed to take advantage of unforeseen opportunities.

Federal Funds

Federal dollars are distributed almost equally between public and private institutions and many federal grants require recipients to match the grant funds. Private support is almost always the source of these necessary matching funds.

A number of federal programs are limited in duration. When the time is up, the program must end unless the recipient institution puts up its own resources to continue the activities under way. Private funds have been the invaluable source of this follow-on work.

Sources of Support/Public Universities
1975-1976

Source: Higher Education General Information Survey, "Current Funds Revenue and Expenditures 1976"

			Amounts (Add 000)
12.67%		Tuition & Fees	$1,442,722
42.87%		Government Appropriations	$4,880,502
2.39%	Federal	$272,343	
40.24%	State	$4,580,964	
.24%	Local	$27,195	
15.42%		Grants & Contracts	$1,755,669
13.58%	Federal	$1,546,230	
1.65%	State	$188,052	
.19%	Local	$21,387	
3.55%		Private Gifts	$404,199
.58%		Endowment	$66,026
2.46%		Sales & Services of Educational Enterprises	$280,273
12.90%		Sales & Services of Auxiliary Enterprises	$1,468,160
5.84%		Sales & Services of Hospitals	$664,732
1.73%		Independent Operations	$197,365
1.98%		All Other	$225,479
			TOTAL $11,385,127

I suggest a new alliance between the American business world and the great land-grant and state universities. . . We have mutual interest in scientific and economic research. . . We have mutual interest in insuring that future graduating classes are superbly educated. We look to higher education to provide us with the leaders who will run our businesses and industries. Where else but on the campus can business find such talent? Most importantly, we both are threatened by burgeoning governmental power and interference. To preserve our freedom of choice and action, we must stand together. Business and industry have received significant help from land-grant and state universities. Now business and industry must help finance them. Every business, large or small, benefits, so every business and every industry should contribute.

Roy H. Park, President
Park Broadcasting and Newspapers, Inc.

Student Funds

American college students pay a higher tuition and a greater share of the cost of their education than students in any other nation. Even so, there is constant pressure on public universities and colleges to raise student charges.

Tuition is still comparatively low at public universities but the total cost of a year in college is much higher. Room, board, transportation, books and other supplies have to be included.

The median student bill for a year's attendance at one of the nation's public universities went up 6.7 percent in the 1977-78 academic year, almost paralleling the 6.6 percent rise in the Consumer Price Index for the same period.

The median total charge for undergraduate tuition and fees, room and board for state residents attending public universities during 1977-78 was $2,103, compared to $1,976 during the 1976-77 academic year.

Private Funds

Private funds come from many sources, as Chart No. 2 on page 11 demonstrates. These sources of help have much to gain from a strong system of public higher education.

Corporations: Business and industry often are able to utilize research, consulting, manpower and advanced manpower training programs available through public universities and colleges for both employee and product development.

Even though state and local tax dollars do not reach universities and colleges outside the states in which tax payments are made, corporations located in one state benefit from the work carried forward at public universities throughout the nation. A New York company, for example, could hire new engineers from public universities in California; university research in Michigan may help a Texas corporation increase its product safety and an engineer working in Missouri could return to a university in Massachusetts to update his job skills.

Corporations contribute to public higher education through state and local taxes but the corporate share of these taxes actually reaching higher education is extremely small. Major public universities, for example, receive only one to nine cents of the corporate state and local tax dollar for current-fund expenses and no more than two cents for plant fund additions.

Foundations: Foundations traditionally have been interested in supporting innovation and activities which expand educational and cultural opportunities. Public universities are committed to providing those opportunities.

In the area of opportunities for minority students, most of whom attend public universities, there has been a conscientious effort to establish programs designed to help educationally and culturally deprived students.

The effort has not been an unqualified success and no one claims that. But the commitment has been accepted by public universities and the attempt to widen educational opportunities for minority students is a major concern. The objective is to make it possible for disadvantaged Americans —Blacks, Hispanic-Americans, Indians, Eskimos and Orientals—to participate more fully in the life of their country.

Public universities have also adapted the traditional agricultural extension programs successful in rural America to the problems of urban areas. These university extension systems are utilized by federal and state agencies for training community action leaders, labor and urban affairs experts and for helping dropouts pass high school equivalency tests.

. . . We take an active interest in the inner workings of the Foundation and the University because it makes good business sense. All of us are involved with West Virginia University on a daily basis and the better her product, the better our quality of life. Health and environmental research, for example, benefits our entire region and beyond. Today's students are our future employees, managers and decision makers. The University's public service programs upgrade the standard of living in Mid-Atlantic states. Contemporary society rates all graduates by the relative value of West Virginia's educational programs today, not as they were a decade ago. We want to help insure the worth of those degrees in the competitive marketplace of the 1970's.

Cecil B. Highland, Jr., President
Empire National Bank, Clarksburg, West Virginia
and Chairman of the Board
West Virginia University Foundation, Inc.

Where the State University Private Support Dollar Comes From

TOTAL $476,915,298

The public universities also have responded to society's challenge by organizing new, interdisciplinary programs in frontier fields such as technical management, space studies, solar engineering and information management.

Alumni and Individuals: Many individuals want to repay a university for providing opportunity or they simply want to support a service-minded institution. Those who want to make personal gifts for the improvement of the quality of life could hardly find a more logical recipient than a university. Cultural centers, museums, special facilities and conference centers at universities make it possible for the benefits of voluntary gifts to be realized many times over. New research equipment, library materials and facilities will be utilized by appreciative students, some of whom could use those same facilities in efforts for major breakthroughs to a better life.

Community and Civic Groups: Community and civic groups which are interested in making their locales better places in which to work and live also find the university worth supporting. Some of these groups invest in conference community centers for religious and cultural activities. Others are interested in community service and conference facilities which their members can use. Still others want to provide scholarship aid for local youths and support continuing education programs. The university, again, is uniquely equipped to make gift funds work in all of these areas.

V. The Growth and Potential of Private Support

Private support for higher education has grown significantly over recent years, yet it has not achieved its potential. Both individuals and corporations could do more to help through investment in public higher education.

Among individuals, for example, most college alumni do not respond to solicitations from their colleges and universities. Those who do respond contribute substantial sums and they have made major gifts. Individuals contribute only about one-tenth of the percentage of their adjusted gross income which they are permitted to deduct for charitable purposes.

Corporations can deduct five percent of their taxable income for charitable contributions, but corporations have contributed only about one percent of their pre-tax net income since World War II to all non-profit organizations, including education.

Corporate matching gift programs have been especially disappointing. With about 40 percent of

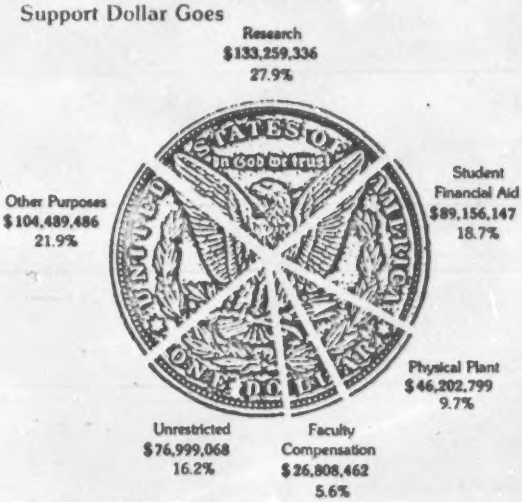
known living college alumni and large numbers of graduates working in business and industry, public higher education receives less than seven percent of the corporate support for matching gift programs.

Among the many worthwhile targets for voluntary support are the 34 historically black public colleges located in the southern and border states, none of which are included in the United Negro College Fund. These institutions enroll close to one-third of all black students in higher education today and two-thirds of all students in predominantly black colleges.

They provide higher education opportunities for many students who otherwise might have none.

Among the advocates of increased corporate support for education has been the Commission on Private Philanthropy and Public Needs which recommended a 1980 minimum goal of two percent of pre-tax net income to be donated for charitable purposes. This goal, if achieved, would double corporate giving for all purposes, including education.

Where the State University Private Support Dollar Goes



TOTAL $476,915,298

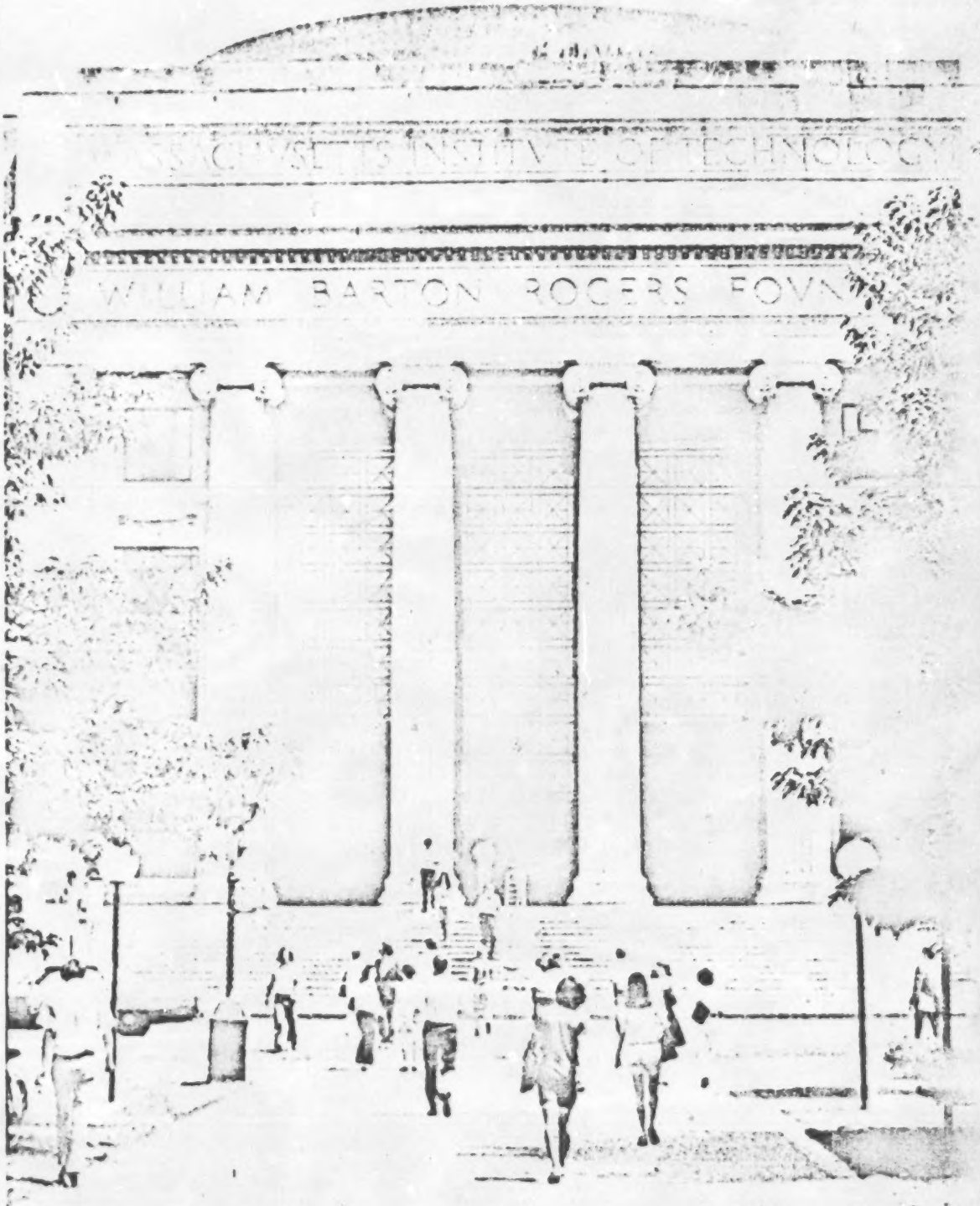
VI. Conclusion

This nation's institutions of public higher education accepted from the start a responsibility to the people they were designed to serve. They developed from the great chartered state universities of the 18th century, planned and established in the infancy of the Republic. They are direct outgrowths of a public hostility to purely denominational education which sprang up in the United States in the wake of the Revolutionary War. They include among their numbers the 20th Century manifestations of the Jacksonian democratic ideal and the expansion of educational opportunities embodied in the landmark 1862 Land-Grant Act, which vastly extended these for a westward-looking America.

The strength of the nation has become entwined with these public colleges and universities. The men who formed and led them were devoted to the concept of universal suffrage and to what one historian calls "the inevitability of material and moral progress." They saw education as a way to enrich human life.

This idea of continuing social and economic advancement is the fundamental basis of public higher education in America today. By contributing to public higher education, private donors are investing in the progress of all of U.S. society.

It is difficult to imagine a great university without the extras which private support provides. And it is also difficult to imagine a great nation without great universities.


WILLIAM BARTON ROGERS FOUN

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NATIONAL ASSOCIATION OF STATE UNIVERSITIES AND LAND-GRANT COLLEGES

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*Auburn University
University of Alabama System
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Alaska
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Arizona
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